

Elton-Chalcraft, Sally (2019) British Values bringing us together or tearing us apart? In: Black History Month, 31st October 2019, Carlisle Campus UoC. (Unpublished)

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/5657/>

Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

provided that

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
- a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

You may not

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

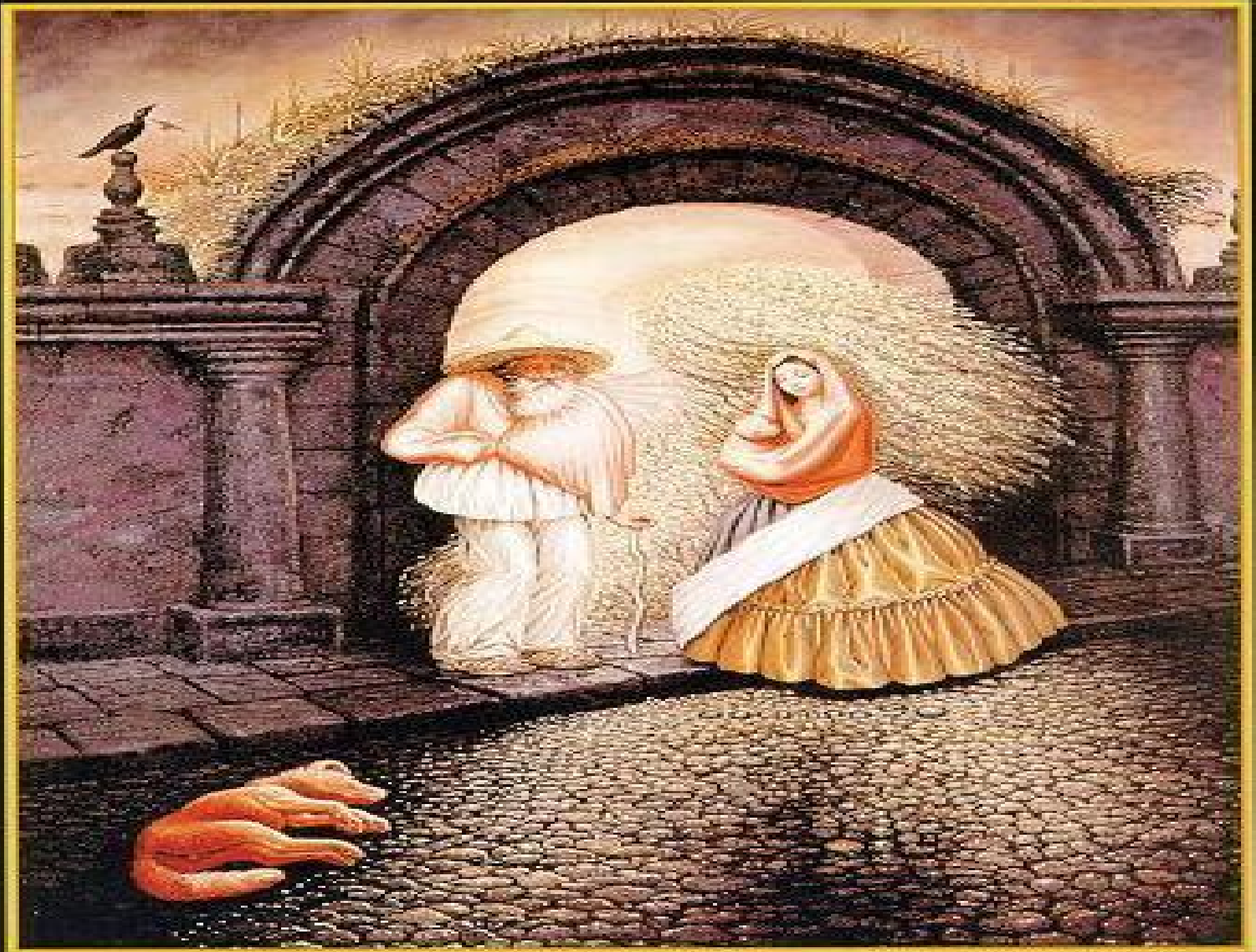
Alternatively contact the University of Cumbria Repository Editor by emailing insight@cumbria.ac.uk.

British values : bringing us together or tearing us apart ?

Prof Sally Elton-Chalcraft

Director LED research centre
30th Oct 2019





Difference

- ▶ **Equality** is about **recognising** difference
- ▶ **Diversity** is about **celebrating** difference
- ▶ **Inclusion** is about **mainstreaming** difference

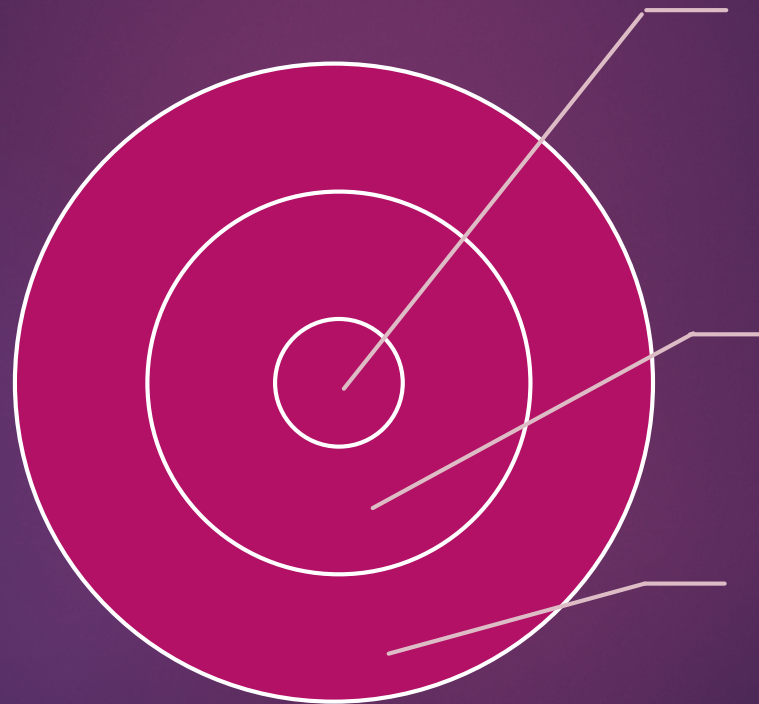


To Promote or not to promote Fundamental British values

1. What are FBV and why have English teachers been asked to promote them?
2. Our research shows that 'promoting FBV' is a politicisation of the curriculum and teaching standards
3. We consider this is problematic
4. Proposed solutions

The idea and position of Values in Education

British
Values?



Teachers'
Standards
(2012)

Prevent
Agenda
(2011)

Community
Cohesion
(2007)

Background



7/7 bombings in London

Tony Blair – speech 2006

Prevent Strategy 2011

Teachers' Standards 2012 – 'Not to undermine fundamental British values'

To promote British Values (DfE 2014)

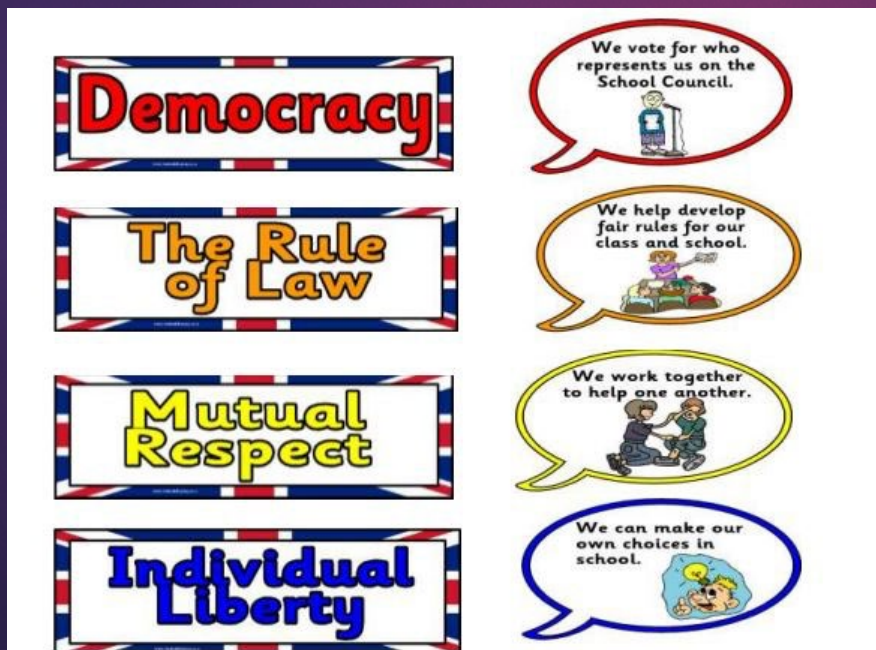
Muslims as a 'suspect community'



What are Fundamental British Values?

9

- Democracy
- Rule of the Law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs



KEEP
CALM

AND

PROMOTE
FUNDAMENTAL BRITISH VALUES

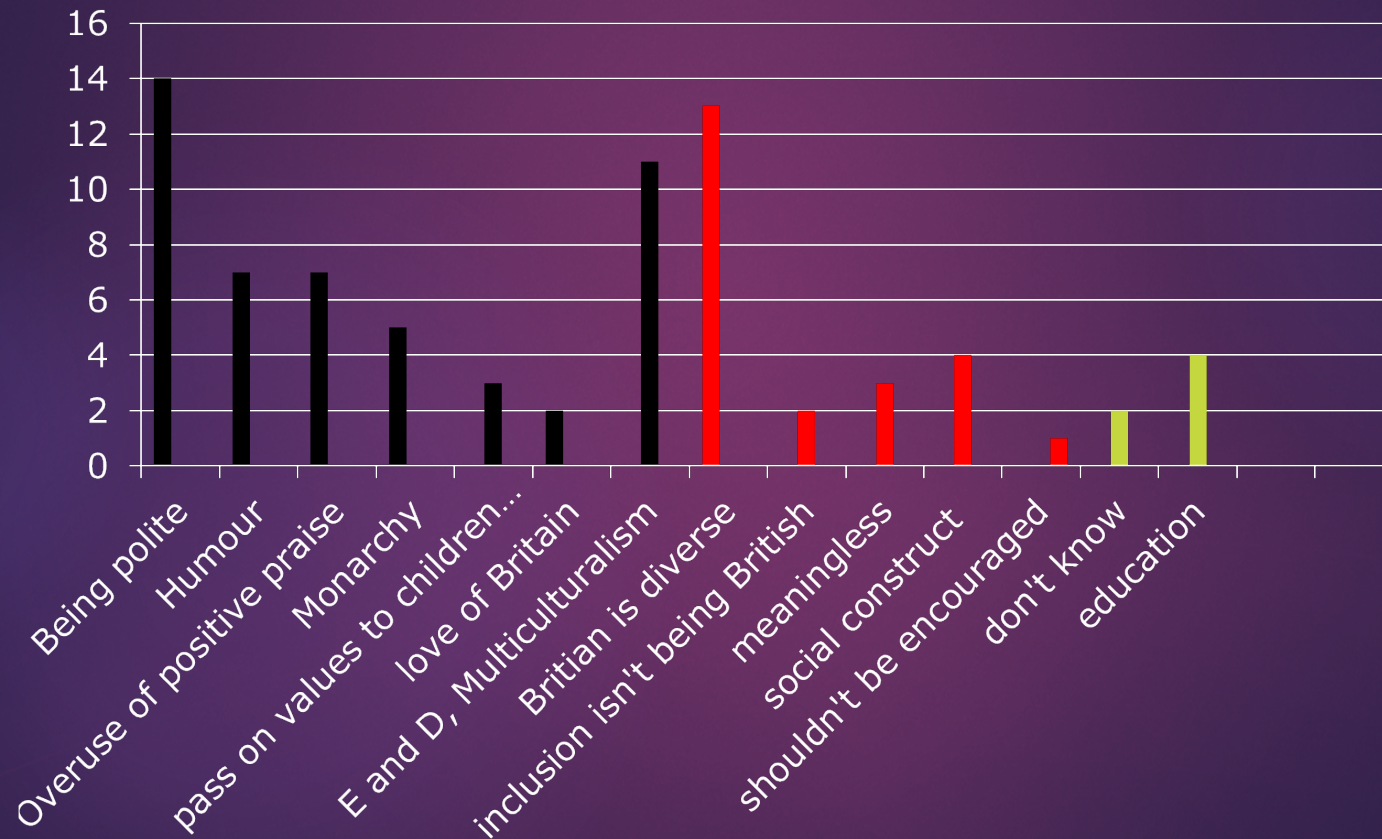
If teachers are instructed not to undermine fundamental British values in their teaching, then they may feel justified in their quest for the development of Britishness in pupils, and in assuming that some are in deficit for not embodying Britishness enough.

Smith (2012)

Findings: 2 key aspects

- ▶ Naïve and unsophisticated notions of Britishness (stereotypical characteristics viewed as values)
- ▶ Insider/ outsider Britishness. (Outsider is deficient racialized 'other', not quite British enough)

Are there values associated with being British? Student teachers' answers



YES

Trivial / tokenistic

Supporting the Royal family

Being conservative and polite

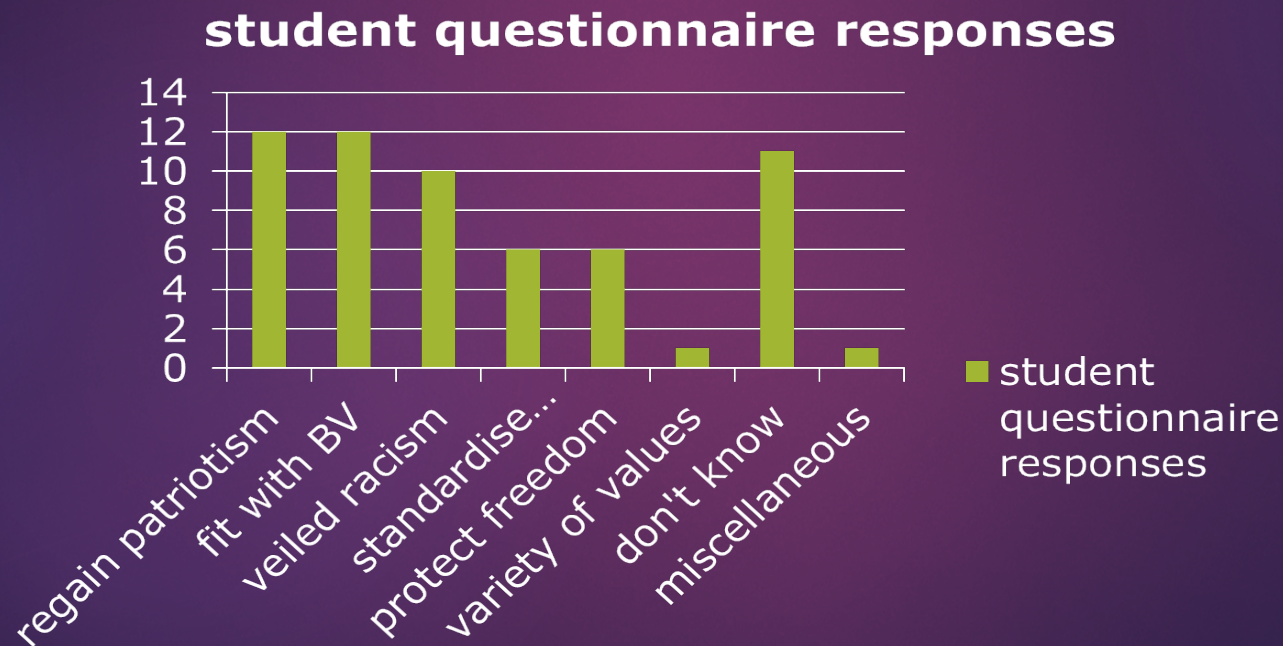
Reminiscent of colonial past

Our great country

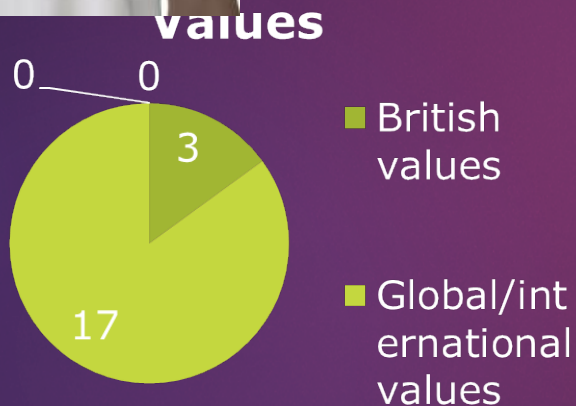
NO

- ▣ Impossible to have a set of values because Britain is so diverse
- ▣ *British Values are a social construct and can vary from person to person*
- ▣ *Values change to incorporate the the changing landscape/ mix of people/ political agenda of a particular time*

Why were the requirements not to undermine fundamental British values included in the Teachers' Standards?

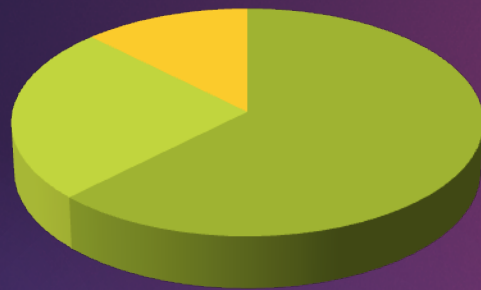


Are these values British?



- Found it hard to name/identify specifically British values;
- Offered naïve responses, e.g. the Queen, Wimbledon, stiff upper lip;
- Saw values as universal "values of a society which is civilised, outward-looking society".

Why do you think the phrase 'British values' was used?



- National Identity
- Nostalgia
- Intrinsic worth



"The phrase 'British values' concerns me... Quite why it should be necessary to call them British values...I don't think there are values associated with being British...So the fundamental values which are British are the values of a decent society."

"I'd like to think that everybody in the World lives by...similar ...things

FBV=

- ▶ An exercise to re enforce privilege and status of whiteness
- ▶ Inadvertently conjures up racialized stereotypes of who is and who is not an outsider
- ▶ Stigmatisation of Muslims (Busher, Choudry, Thomas and Harris 2017)

'Safe expressions' of FBV

Teachers/ Student teachers :

- ▶ Fear of treading into the unknown
- ▶ Staying with the naïve and uncontested
 - Promoting FBV

Teacher educators

- ▶ Reduced to adherence of compliance
 - Not undermining FBV

Problems brought to light by research on Fundamental British values



- ▶ Politicisation of standards
- ▶ Clarity about faith and/or role of RE in imparting values
- ▶ Teacher difficulty in identifying 'Britishness' in values.
- ▶ Confusion about the professional role of the teacher
- ▶ Teacher inability to engage with these issues

Solutions : WHAT and HOW

- ▶ WHAT
 - ▶ Encourage student teachers to critically analyse and challenge, rather than passive adherence
 - ▶ View issues from 'alternative perspective'
 - ▶ Adhere to the law (Equality act 2010)
- ▶ HOW:
 - ▶ Equality sessions at University of Cumbria
 - ▶ Appropriate view of child

Eg Anti racist/ multicultural school

Making sure schools reflect the multicultural community in Great Britain

- ▶ Resources which are from a variety of cultures (eg authors outside the “traditional canon”)
- ▶ Images which reflect other perspectives
- ▶ Opportunities for other voices to be heard
- ▶ Critical multiculturalist stance (avoiding tokenism)
- ▶ Projecting appropriate ‘institutional body language’ (Dadzie 2000)

Eg Anti homophobic school

Making sure schools reflect the Equality Act 2010 –
Zero tolerance towards homophobia,

- ▶ Images which reflect other perspectives
- ▶ Opportunities for other voices to be heard
- ▶ Your belief system may conflict with lesbian/bisexual/gay/transgender orientation but Equality act 2010 states :No prejudice towards of a **member** of a protected characteristic; **associated with** a member of a PC; **perceived to be** a member of a PC

Resources: <http://www.stonewall.org.uk/>

It is not the obvious things that prevent inclusion

Unintended consequences of materials, references and examples used

Indirect discrimination is subtle and usually unintended but may present a learner from engaging fully with a subject (hidden curriculum/ ethos of the school) eg

maps,

dating systems BC/ AD or BCE /CE etc



Hidden messages

- ▶ To what extent do we communicate 'hidden messages' about our attitudes towards different cultures for example traveller/gypsy/roma culture (Swennen et al)
- ▶ What is our school's 'institutional body language' (Dadzie 2000)
- ▶ Student teachers - Warner and Elton-Chalcraft (2018);
- ▶ Prevent - Stigmatisation of Muslims (Busher, Choudry, Thomas and Harris 2017)

Our view of children influences how we gather, interpret and use data

- ▶ **James's 4 fold typology**
 - ▶ i) developing child
 - ▶ ii) tribal child
 - ▶ iii) adult child
 - ▶ iv) Social child
-
- ▶ (James 1995)



Other Views of Children

- ▶ 1) Children as **possessions**: vulnerable for a long time.
- ▶ 2) Children as **subjects requiring protection**
- ▶ 3) Children as **participants** - voices heard not in a tokenistic way.
- ▶ 4) Children as **citizens**.

Lloyd-Smith and Tarr (2000:63-69)
expanded Jenkins' (1993) ways of
seeing children



Sally's example :

Aims, research questions, methodology, findings

- ▶ **Aim:** An appraisal of children's cultural awareness
- ▶ **Research question:** What is children's knowledge about cultures represented in the UK
- ▶ **Methodology:** observation, focus groups, semi structured interviews
- ▶ **Findings:** A, B, C and D categories



Attitudes (Elton-Chalcraft 2009: 82 adapted from Kincheloe and Steinberg 1997)

- **1) Conservative multi culturalists (mono culturalism)**
- are 'tokenist'. They attempt to address multicultural issues but deep down, they believe in the superiority of Western (white), patriarchal culture



2) Liberal multiculturalists



- are dedicated towards working to 'one race'. They attempt to gloss over differences in an attempt to make everyone equal and the 'same'
- 'they' are the 'same' as 'us' they just happen to be a different colour.
- Colour blindness

3) pluralist multiculturalism

- Pluralism becomes a supreme social virtue, diversity is pursued and exoticised. There is cultural 'tourism' where 'they' (as opposed to 'us') live in an exotic parallel world. (Eg Hannukha is the Jewish Christmas - neo colonialism.)



4) Left essentialist multiculturalists

- ▶ are extreme in promoting the minority culture; to the extent that the dominant culture is seen as 'bad' and the marginalised as 'good'.
- ▶ White youngster Darren Coulburn killed Asian heritage Ahmed Iqbal Ullah
- ▶ (Elton-Chalcraft 2009)

5) Critical Multiculturalism

- **Critical multiculturalists** believe in the promotion of an individual's consciousness as a social being. They promote an awareness (self reflection) of how and why his/her opinions and roles are shaped by dominant perspectives. They appreciate that there are differences within as well as between cultures.

- Elton-Chalcraft, 2009:82 and 2015:151



To Promote or not to promote Fundamental British values

1. What are FBV and why have English teachers been asked to promote them?
2. Our research shows that 'promoting FBV' is a politicisation of the curriculum and teaching standards
3. We consider this is problematic - Why is there a politicisation and why is this problematic
4. Proposed solutions

► Are schools/ colleges/ HEIs the places where challenge should happen?

tion into *Prison and the Law* – available at <http://www.oxfordjournals.org/doi/10.1093/acprof:oso/9780199296523.003.0001>

- ▶ Bryan, H., Revell, L. and Elton-Chalcraft, S. (2018 In press) Counter terrorism Law and Education : student teachers' induction into Prevent Duty through the lens of Bauman's Liquid Modernity In Edited by Trimmer, K, Dixon, R. and Findlay, Y., eds *Education and the Law – Considering the Legal Context of Schools*
- ▶ Busher, J., Choudry, T. Thomas, P and Harris, G. (2017) What the Prevent duty means for schools and colleges in England available at <http://eprints.hud.ac.uk/id/eprint/32349/1/The%20Prevent%20duty%20in%20Schools%20and%20Colleges%20Report.pdf>
- ▶ DfE (2012) Teachers' Standards https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf [Accessed March 2017].
- ▶ DfE (2014) *Promoting Fundamental British Values as part of SMSC: department advice for maintained schools* available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf [Accessed on 26/2/17]
- ▶ Elton-Chalcraft, S. (2009) *It's not just Black and White, Miss: Children's awareness of race* Stoke-on-Trent:Trentham Books
- ▶ Elton-Chalcraft, S. (2015) *Teaching RE Creatively* Abingdon: Routledge
- ▶ Elton-Chalcraft, S., Lander, V., Revell, L., Warner, D., and Whitworth, L. (2016) To promote or not to promote Fundamental British Values?- Teachers' Standards, Diversity and Teacher Education *British Educational Research Journal*
- ▶ Elton-Chalcraft, S, Revell, L. and Lander, V. (2018) Fundamental British Values: your responsibilities, to promote or not to promote? Ch 15 In Cooper, H. and Elton-Chalcraft (Eds) 3rd edition *Professional Studies in Primary Education* London:Sage
- ▶ Farrell, F. (2016). Why all of a sudden do we need to teach fundamental British values? A critical investigation of religious education student teacher positioning within a policy discourse of discipline and control. *Journal of Education for teaching*, 42(3) **pg 280 - 297**. Special issue: Fundamental British Values.
- ▶ Jerome, L., and G. Clemitshaw (2012) 'Teaching (about) Britishness? An investigation into trainee teachers' understanding of Britishness in relation to citizenship and the discourse of civic nationalism'. *Curriculum Journal* 23:1, pp.19–41.
- ▶ Lander, V. (2011). 'Race', culture and all that: An exploration of the perspectives of 'White' secondary student teachers about race equality issues in their initial teacher education. *Race, Ethnicity and Education*, 14(3), 351-364.
- ▶ Maylor, U. (2010) Notions of diversity, British identities and citizenship belonging, *Race, Ethnicity and Education*, 13 (2), 233-252
- ▶ Panjwani, F. (2016). Towards an overlapping consensus: Muslim teachers' views on fundamental British values. *Journal of Education for Teaching*, 42(3). Special issue: Fundamental British Values. **pg 329 - 340**
- ▶ Smith, H. (2012) 'A critique of the teaching standards in England (1984–2012): discourses of equality and maintaining the status quo' in, *Journal of Education Policy*. Available online at: <http://www.tandfonline.com>
- ▶ Values in Schools Alliance (2013) 'Building a case for change'. Available online at: www.learningthroughvalues.org
- ▶ Warner, D. & Elton-Chalcraft, S. (2018). 'Race', Culture and Ethnicity: teachers and children, in Cooper, H. And Elton-Chalcraft 3rd ed(Ed.) *Professional Studies in Primary Education*. London: Sage.